

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Coláiste Éanna
Seoladh na scoile/ School address	Hillside Park Ballyroan Road Rathfarnham Dublin 16
Uimhir rolla / Roll number	60342R

Date of Evaluation: 27-11-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

FOLLOW-THROUGH INSPECTION

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum, which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 11 May 2016</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 27-11-2018</p>
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with principal and senior management team • Interview with subject co-ordinators • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students during lessons and through a student focus group 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Subject planning should have additional focus on the sharing of ideas around effective teaching and learning, and on analysis of student attainment.</p>	<p>Good progress</p> <p>Improvement in subject planning ranged from very good to satisfactory. A number of subject departments have recorded a list of agreed teaching and learning methodologies in their subject plans and have included a range of interventions to support the provision of extension activities for the higher-achieving students. Some subject department meetings recorded discussion of different methodologies and issues relating to their particular subject and how to effect improvement. Subject co-ordinators reported that this was also done in other subject areas, but not formally recorded. In all future planning teachers should maintain records of discussion and action plans to bring about improvement in learning and teaching.</p> <p>Curricular planning for the new Junior Cycle programme requires further development in some subject areas.</p>
<p>All lessons should involve the sharing and revisiting of learning intentions and the use of differentiation to respond to the diverse needs of the student cohort</p>	<p>Good progress</p> <p>Teachers outlined learning intentions at the beginning of all the lessons observed. Best practice was noted where they were clearly articulated in terms of the desired outcomes for students. There was however, more limited evidence of a conscious revisiting of the learning intentions to assess whether or not students have progressed in line with teacher expectations.</p> <p>Some use of differentiation was noted in a number of the lessons observed. This ranged from the distribution of graded tasks in one lesson to the provision of individual or small group support for students in a number of other lessons. However, during the meeting with a focus group of students, individuals of varying abilities expressed the desire for more targeted differentiation in lessons. Some higher-achieving students considered themselves to be insufficiently challenged in a number of instances. They reported</p>

	<p>that current practice in some lessons was to tell them to continue the chapter, if they were finished their work in advance of others. They however, desired greater challenge through the provision of specific extension activities. Other students who found themselves at times struggling to keep pace with a lesson, expressed the desire for more one-to-one support when engaging in student tasks.</p>
<p>Teachers should ensure that active and participative learning is a feature of all lessons</p>	<p>Partial progress</p> <p>There was variation in the progress made regarding active and participative learning in the lessons observed. Where students were encouraged to ask and answer questions, to discuss and work in pairs or in groups, active and participative learning took place. Good evidence of higher-order thinking and progress was also noted in these lessons. However, teacher instruction dominated in some of the lessons observed. Students in these lessons were receptive, taking down notes, but not engaging in answering questions or contributing to the lesson. More active methodologies such as think-pair-share strategy, pair or group work and making rather than taking notes is recommended in these instances.</p>
<p>Summary of findings</p>	
<p>Overall, the school has engaged positively with the findings and recommendations arising from the WSE-MLL report. As part of the school improvement agenda, senior management has changed its focus from <i>teaching and learning</i> to <i>learning and teaching</i>. This brings teachers' work more in line with the Looking at Our School Quality Framework for Post-Primary Schools and facilitates the promotion of more student-centred methodologies as a whole-school endeavour. Students reported that methodologies such as pair or group work are well embedded in many lessons, but not in all. While students acknowledged the overall care and concern shown by teachers, they indicated a desire to be further challenged academically through greater use of differentiated activities.</p>	
<p>Recommendations</p>	
<p>The good practice, where discussion of issues related to learning and teaching is formally recorded, should be extended to all subject departments.</p> <p>Greater use of active and differentiated methodologies should be promoted as the key factor in the school's endeavour to change the focus from <i>teaching and learning</i> to <i>learning and teaching</i> and improving learner outcomes.</p>	

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management of Coláiste Éanna accepts the report of the Follow-Through WSE-MLL Inspection as the final inspection report.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board, Senior Management and Staff have engaged in implementing the recommendations of the report.

Teachers have engaged in maintaining formal records of discussions relating to issues in learning and teaching.

Curricular planning for the New Junior Cycle programme is being further developed in all subject areas.

Active methodologies and more targeted differentiation is being promoted in all lessons, along with the revisiting of the learning intentions to assess whether or not students have progressed in line with teacher expectations.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.